




## RISK ASSESSMENT – EXTREMISM AND RADICALISATION

<b>Location:</b>	De Bohun Primary School	<b>Risk Assessment No:</b>	1	<b>Assessor:</b>	Dominic Smart & Zoe Ansell
<b>Signed:</b>		<b>Date of Assessment:</b>	December 2018	<b>Distribution:</b>	All
<b>Activity:</b>	Prevention of Extremism & Radicalisation	<b>Date of Review:</b>	N/A	<b>Next Review Date:</b>	December 2019

**Radicalisation** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“**Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011)

Since the publication of the **Prevent Strategy**, there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.



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Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
<b>Welfare and Safeguarding</b>	<b>Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally</b>	Pupils	High	<ul style="list-style-type: none"> <li>Designated Safeguarding Leader to have received 'Prevent' awareness training and has disseminate the training and salient points to all staff, Governors and other regular contracted staff in the setting</li> <li>Contracted staff are made aware of the person to whom concerns are to be reported</li> <li>Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection &amp; E-safety</li> <li>Staff have received appropriate training and are familiar with our Child Protection Policy and procedures</li> <li>Concerns are reported to the DSL</li> <li>Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place</li> </ul>	Part of induction procedures.	Low
	<b>Pupils are radicalised by factors internal or external to the school</b>	Pupils	Medium	<ul style="list-style-type: none"> <li>We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences</li> <li>Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety</li> <li>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values'</li> <li>Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'</li> <li>Staff are aware of local factor i.e. political</li> </ul>		Low



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				views etc. which might have an influence on pupils		
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Pupils	High	<ul style="list-style-type: none"> <li>Staff in EYFS undertaking home visits are briefed on the signs to look out for around the home environment</li> <li>We communicate regularly with statutory partners and agencies regarding a range of concerns</li> <li>All staff are aware that concerns are reported to the DSL</li> <li>We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.</li> </ul>		Low
Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Pupils	Medium	<ul style="list-style-type: none"> <li>We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular contracted staff</li> <li>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values'</li> <li>Opportunities to promote 'British values' are clearly identified within all curriculum areas</li> <li>Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies</li> <li>We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system.</li> </ul>		Low
	Behaviours which harm the ability of	Pupils and		<ul style="list-style-type: none"> <li>Pupils are taught about respect for other cultures and gain an understanding of community</li> </ul>	Assemblies	



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	<p><b>different groups and individuals to learn and work together are left unchallenged</b></p>	staff	High	<p>cohesion</p> <ul style="list-style-type: none"> <li>• Opportunities are created both within the environment and the curriculum to promote the setting’s ethos and values</li> <li>• Displays and other literature available in school reflects and encourages diversity and community cohesion</li> <li>• Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying</li> <li>• Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders</li> </ul>		Low
<p><b>Organisational Culture</b></p>	<p><b>Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school</b></p>	Pupils and staff	High	<ul style="list-style-type: none"> <li>• Senior Leadership Team are aware of the ‘Prevent’ Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the ‘Prevent’ duty</li> <li>• Clear awareness of roles and responsibilities regarding ‘Prevent’ exist across the school</li> <li>• Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school</li> <li>• Staff development programmes include reference to ‘British values’ and to the promotion of community cohesion</li> <li>• Guidance and literature is available for staff on the ‘Prevent duty’ and local aspects of extremism and radicalisation</li> <li>• A process is in place to identify and develop ‘lessons learned’ identified either by us or by other organisations/advisers</li> </ul>		Low



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	<p><b>Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure</b></p>	Pupils and staff	High	<ul style="list-style-type: none"> <li>• Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them</li> <li>• Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency</li> </ul>		Low
<b>Visiting speakers/ environment</b>	<p><b>Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'</b></p>	Pupils and staff	Medium	<ul style="list-style-type: none"> <li>• Materials to be delivered by external speakers are discussed with the speaker prior to delivery</li> <li>• Visiting speakers are not left alone with pupils</li> </ul>	Assemblies and class speakers	Low
	<p><b>Extremist or terrorist Related material is displayed within the setting</b></p>	Pupils/staff /others	Medium	<ul style="list-style-type: none"> <li>• The appropriateness and relevance of all materials or literature are considered prior to display</li> <li>• Staff concerns are discussed with the DSL before materials are used</li> <li>• Requests for externally provided materials to be displayed are considered</li> </ul>		
	<p><b>School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics</b></p>	All premises users	medium	<ul style="list-style-type: none"> <li>• Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics</li> <li>• Hire or lettings agreements include a notice period for hire i.e. short notice hires will not be authorised.</li> </ul>		Low



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<b>ICT and on-line study</b>	<b>Pupils access extremist or terrorist material whilst using school networks</b>	Pupils	High	<ul style="list-style-type: none"> <li>The ICT network has appropriate filters which block sites which are deemed to be inappropriate</li> <li>School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network</li> <li>E-mail accounts of both pupils and staff are monitored for content on a regular basis</li> <li>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable</li> </ul>		Low
	<b>On-line/social media communications relating to extremist or terrorist materials feature the school's branding</b>	All	High	<ul style="list-style-type: none"> <li>We have oversight of, or administration rights for, all social media accounts set up by us.</li> </ul>		Low